

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: __Elementary __Middle xHigh __K-12

Name of Principal Dr. Dora P. Kontogiannis
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Tenafly High School
(As it should appear in the official records)

School Mailing Address 19 Columbus Drive
(If address is P.O. Box, also include street address)

Tenafly New Jersey 07670 – 1657
City State Zip Code+4 (9 digits total)

County Bergen School Code Number* 311455

Telephone (201) 816 – 6605 Fax (201) 871 – 9184

Website/URL www.tenafly.k12.nj.us is the district website E-mail dkontogiannis@tenafly.k12.nj.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date February 3, 2005

Name of Superintendent* Dr. Darrell R. Lund
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Tenafly Public Schools Tel. (201) 816 – 4500

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date February 3, 2005

Name of School Board President/Chairperson Mr. Richard C. Fooshee
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date February 3, 2005

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| <u>4</u> | Elementary schools |
| <u>1</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>1</u> | High schools |
| <u>0</u> | Other |
| <u>6</u> | TOTAL |

2. District Per Pupil Expenditure: \$12,428
- Average State Per Pupil Expenditure: \$11,903

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 7 Number of years the principal has been in her/his position at this school.

n.a. If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 (2004) enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	125	138	263
2				10	134	105	239
3				11	109	111	220
4				12	139	107	246
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							968

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|------------|----------------------------------|
| <u>65</u> | % White |
| <u>1</u> | % Black or African American |
| <u>3</u> | % Hispanic or Latino |
| <u>31</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100 | % Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	22
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	38
(4)	Total number of students in the school as of October 1 (2003)	951
(5)	Subtotal in row (3) divided by total in row (4)	.039
(6)	Amount in row (5) multiplied by 100	3.9

8. Limited English Proficient students in the school: 5 %
51 Total Number Limited English Proficient

Number of languages represented: 26

Specify languages: English, Spanish, Portuguese, Korean, French, Greek, Japanese, Hindu (Urdu), Arabic, Turkish, Tagalong, Farsi, Hebrew, Thai (Tai), Armenian (Hahyer), Rumanian, Bulgarian, Albanian, Gujarati, Cantonese, Malay-Indonesian, Mandarin, Taiwanese, Shona, Chin (Northern Chinese), Russian

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 3

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{9}{91}$ %
Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 5 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 70 </u> Specific Learning Disability
<u> 2 </u> Emotional Disturbance	<u> 3 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> 2 </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> 8 </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 5 </u>	<u> 5 </u>
Classroom teachers	<u> 74 </u>	<u> 15 </u>
Special resource teachers/specialists	<u> 10 </u>	<u> 1 </u>
Paraprofessionals	<u> 3 </u>	<u> 4 </u>
Support staff	<u> 25 </u>	<u> 0 </u>
Total number	<u> 117 </u>	<u> 25 </u>

12. Average school student-“classroom teacher” ratio: 12 : 1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96 %	97 %	96 %	96 %	95 %
Daily teacher attendance	98 %	97 %	98 %	97 %	97 %
Teacher turnover rate	11 %	10 %	8 %	13 %	6 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	4 %	4 %	12 %	4 %	6 %

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	232
Enrolled in a 4-year college or university	90 %
Enrolled in a community college	7 %
Enrolled in vocational training	0 %
Found employment	0 %
Military service	1 %
Other (travel, staying home, etc.)	0 %
Unknown	2 %
Total	100 %

PART III - SUMMARY

Tenaflly High School is located in Tenaflly, New Jersey, a suburban community that lies six miles from New York City, with a population of approximately 15,000. The Borough and its neighboring sending District of Alpine are characterized by a predominantly professional, accomplished and diverse population. Local residents set high standards of excellence for themselves, and they have set similar standards for their children. The Tenaflly Public School District reflects a community-wide commitment to excellence and achievement that is renewed at the start of every school day.

Tenaflly High School's vision is that of an educational community that fosters learning as a rewarding and lifelong process. Its mission is to provide an education that encourages each student to function at his/her highest level, with the expectation that students will have respect for all people and be responsible citizens within a democratic society.

The philosophy of Tenaflly High School is to provide each student with an education that will develop the highest degree of individual excellence. The school community believes that the primary responsibility of the school is to create a safe and caring environment that encourages learning and personal fulfillment and promotes the growth of self-discipline, responsibility, and self-expression, as well as moral, intellectual and aesthetic values. It fosters respect and a value for diversity, social cooperation and good sportsmanship, and guidance through the processes of critical thinking, problem-solving and decision making in order to adapt successfully and contribute as positive forces in their future communities.

A comprehensive, four-year school that is accredited by the Middle States Association of Colleges and Secondary Schools and the New Jersey Department of Education, Tenaflly High School offers an academically acclaimed college preparatory program to a diverse student population of approximately 975 students. It embodies the essential ingredients of a lighthouse district, always striving to stay on the cutting edge of new and sound educational programs. Tenaflly High School was ranked #3 in the State by *New Jersey Monthly* (2004) and named as one of the best American High Schools by *Newsweek* (2003).

A multi-media presentation room and a state-of-the-art video conferencing/presentation theatre support a program that sets the stage for the millennium. There are 100 staff members, including three Fulbright Scholars; ninety percent possess advanced degrees. Tenaflly High School is one of approximately 200 high schools across the United States and the world participating in Virtual High School, a program which offers high-quality online courses which supplement face-to-face learning.

THS is proud of its many students who volunteer for local and community services in order to experience a unique aspect of education that will prepare them for the future. Students play a vital role in

Tenaflly's Emergency Medical Response Team. They receive appropriate medical training and provide a most valuable service to our community. Many students volunteer at our local hospital and also work with students at a nearby community center.

On a regular basis, students experience outstanding success in individual and team competition on the county, state and national levels. Students are consistently recognized for their academic and athletic accomplishments. Results on standardized tests reflect their dedication to their studies. Students have been accepted to and excel at the finest colleges and universities in the country.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Students who attend public high schools in New Jersey must pass a high-stakes assessment in order to graduate. During the assessment period outlined, two different state assessments have been administered. Initially, the High School Proficiency Test (HSPT) was the test of record; subsequently, the High School Proficiency Assessment (HSPA) replaced this test. Beginning in the fall of the junior year, students had four (4) opportunities to pass the HSPT. By comparison, students who sit for the HSPA take the test for the first time in the spring of their junior year and have three (3) opportunities to demonstrate their proficiency.

As mentioned above, prior to April 2002, the High School Proficiency Test (HSPT) was the test of record. The test was scored from 100 to 500. The cut-off score, indicative of proficiency, was 300. Students needed to earn a passing score in the areas of reading, writing, and mathematics. Students who had not passed all sections after three (3) attempts by the midway point of the senior year were given the opportunity to demonstrate proficiency in an alternate manner, via a Special Review Assessment (SRA).

The SRA was the designated alternate assessment for the HSPT. It was available to students who had met all high school graduation requirements except for demonstrating proficiency in all content areas of the HSPT. The SRA was aligned to the HSPT specifications to ensure that students who demonstrate proficiency through the SRA had demonstrated the same knowledge, skills and performance levels as students who were proficient on the HSPT. Whether or not they successfully completed the SRA process, students were required to sit for a fourth time for the HSPT that was administered in the spring of their senior year.

The HSPA replaced the HSPT in April 2002. It "raised the bar," establishing higher expectations that were aligned with the State's Core Curriculum Content Standards. Students in the Classes of 2003 and 2004 were required to demonstrate proficiency in two areas: language arts literacy and mathematics. The test is scored from 100 to 300. Students scoring below 200 in one or both areas are considered to be partially proficient; those scoring from 201 to 250 are considered to be proficient; and those scoring above 250 are considered to be advanced proficient. As with students who had not demonstrated proficiency on all sections of the HSPT, students who have not passed all sections of the HSPA by the midway point of the senior year participate in the SRA process and re-take the appropriate section(s) in the spring of their senior year.

Information regarding New Jersey's state assessment program can be found at <http://www.state.nj.us/njded/assessments/hs/>. In addition, school data can be found on the district website (www.tenaflly.k12.nj.us). As one can see in Part VII, Tenaflly High School students' test results on both tests speak for themselves. During the reporting period, on a consistent basis, Tenaflly High School students have excelled in all areas tested. In the process, they have significantly surpassed statewide performance and demonstrated exemplary results when compared to students at schools of similar socioeconomic status. During this reporting period, all students who

have been required to demonstrate proficiency, including learning different students and English as a Second Language students, have done so via the HSPT, HSPA, or SRA process.

2. Assessment data are used in a variety of ways. Incoming freshmen sit for the Grade Eight Proficiency Assessment (GEPA), which serves as an effective “early warning” for students scoring below or just above the partially proficient level. These students receive remedial support and are closely monitored. When appropriate, this support continues for one or more years as students progress through high school. Counselors who register incoming freshmen also consider test results for the Terra Nova, which is administered to Middle School students. Close coordination occurs between building administrators, guidance counselors, the Child Study Team, and the leaders of the English, English as a Second Language, Mathematics and Special Services Departments in order to ensure that appropriate content and techniques are employed to support students in need of remediation.

Department chairs, building level, and district level administrators participate in workshops offered by the State Department of Education to update their knowledge of and familiarity with the core curriculum content standards. Articulation and sharing take place via professional development workshops, department and faculty meetings, and district-wide initiatives.

In addition to State-mandated assessments (GEPA, HSPA, SRA), results of other assessments are also carefully evaluated. Performance on SAT I, SAT II, and Advanced Placement examinations lead to adjustments in instruction where warranted. Report card grades are examined and reviewed. Student performance on final exams is constantly assessed, and teachers use test results to examine the effectiveness of their methodologies and presentations.

Periodically, at the end of marking periods and semesters, administrators review grade distribution data. Simply stated, assessment data are utilized to ascertain student progress and instructional relevance and effectiveness.

3. Dissemination of student performance, including assessment data, occurs in a number and variety of ways. Parents are mailed individual student reports for the HSPA. In the fall, the Director of Guidance provides a summary of district-wide test results at a Board of Education meeting. Via press releases, local newspapers disseminate assessment data. The School Profile provides highlights of standardized test data. Assessment data are posted on the district website www.tenafly.k12.nj.us. Detailed information is included in the New Jersey State Report Card.

On a quarterly basis, parents receive school report cards. Mid-marking period progress reports are sent home. Telephone and in-person conferences are held. E-mail communications occur between parents, teachers, and counselors. Data are communicated via school, guidance department, and district newsletters.

THS gives recognition at award ceremonies. Students are recognized individually by the school and through town wide newsletters. The Director of Guidance provides an annual report on college acceptances for the graduating class at a Board of Education meeting held at the end of the academic year. Staff share information related to student performance at Post High School Planning Night, Back-to-School Night, and at parent-teacher conferences held in the fall and spring in their effort to keep all members of the school community apprised.

4. Due to its outstanding reputation, many high schools in the metropolitan area look to THS to share its successes with them. Building and Central Office administrators actively participate in organizations where sharing and exchanging of ideas take place. The Principal is a member of a

consortium involving other local high school leaders. The Director of Guidance participates in a county-wide organization. Counselors belong to and serve as leaders in the countywide counseling organization. The Superintendent is a member of the county roundtable for chief school administrators.

The District's website serves as a valuable source of information sharing, as do our school Profile and Program of Studies. Channel 77, Tenaflly High School's own local cable television station, informs members of our school community and the community at-large of our successes. College admissions representatives visit our school on a regular basis, and we share our noteworthy accomplishments with them. Via letters of recommendation written by teachers, counselors, coaches, and administrators, our success story is broadcast. Our School Profile offers a valuable perspective to college and university personnel. In addition, many local realtors use the Profile as a way of informing prospective property owners about our outstanding schools. Our successes are acknowledged by our membership and participation in the Middle States Association of Secondary Schools and Colleges and The College Board.

THS developed a partnership with Seton Hall University, and looks to expand upon this type of initiative. Tenaflly High School constantly serves as a host school for visitors from other schools, including professional educators from other countries. Teachers and students have participated in exchange programs, in the process making the world a smaller place. The Internet facilitates constant communication with individuals and schools from around the globe.

PART V – CURRICULUM AND INSTRUCTION

1. Tenaflly High School has a thoroughly comprehensive curriculum that meets the needs of its diverse learning community. The curriculum is aligned with the New Jersey State Core Curriculum Content Standards. The curriculum is not a collection of isolated courses but, rather, a system of learning experiences designed to help students grow academically as well as physically and socially. Each course builds on the previous ones. Each department uses criteria that include standardized test results, student grade performance, teacher evaluation, and portfolio assessment for student placement. Foundation level classes are offered to students that need additional skill reinforcement before moving onto the higher levels of the curriculum. Enriched courses allow students the opportunity to provide themselves with a greater challenge than the regular college courses. Students accept the fact that these courses are more demanding and that the teachers' standards for evaluation will be rigorous. Honors and Advanced Placement courses offer motivated students college-level educational experiences appropriate to their abilities, talents and interests.

The English Department teaches the literatures of Africa and the Middle East, South and East Asia, Europe, and the United States. In studying these literatures, students build their cultural awareness and have many opportunities to read, write, speak, listen, and conduct research, both alone and in co-operative learning groups. A fully networked computer Writing Center is available to individuals and to classes for research and writing.

The English as a Second Language Department offers an in-depth program in courses that focus on English language acquisition through language arts, English as a Second Language and intense reading and writing instruction. The purpose of the program is to prepare students to participate in the school's mainstream curriculum. Specialized courses are offered in social studies and science designed to support students in acquiring English mastery. In-class support is provided in a variety

of classes including Geometry, Project Adventure, and Driver's Education.

The Social Studies Department has a four-year requirement, which consists of two years of World History and two years of American History. The Department offers Advanced Placement courses in American History and American Government. Electives include Constitutional Law, Contemporary Issues and Adventure for the Mind: Research Seminar. Students participate in a wide variety of video and Internet research projects.

The Mathematics department offers challenging courses with most students taking a four-year program. The sequence begins for most students with Geometry and progresses through Advanced Placement AB or BC Calculus. Elective courses are available in Computer Programming leading to Advanced Placement Computer Science. Emphasis is placed on the use of the graphing calculator. Students have numerous opportunities to enter math contests.

The Science curriculum begins with all students taking physical science to ensure a strong foundation. Students are offered numerous courses to take enriched and honors courses leading to Advancement Placement in Biology, Chemistry and Physics. Over 75 percent of the students enroll in four years of science. All courses except for Science Technology and Society include a two-class session laboratory period once a week.

The World Languages Department offers students the opportunity to either continue studying French or Spanish begun at the Middle School level or to begin Italian or Japanese. The facilities of the language laboratory are available to students. Participation in regional and national contests is advocated. Emphasis is placed on use of the target language. Advanced Placement courses are offered in French and Spanish.

The Special Education Department provides support to 91 students within the mainstream during the school day. Students receive a period of Study Skills and may receive in-class support in the curriculum if appropriate.

The students embrace the extensive Visual and Performing Arts Curriculum. The Music Department in addition to performing ensembles in Band, Choir, and Orchestra, offers Music Appreciation, Music Technology, Sight-Reading, Guitar, Jazz Improvisation and Advanced Placement Music Theory. Students audition for Wind Ensemble, Madrigal Singers, Jazz Ensemble, Chamber Ensemble, Percussion Ensemble and Spring Musical. The Arts curriculum includes Basic/Graphic Design, Crafts, Painting, Advanced Painting, Computer Graphics, Drawing, Studio Art Honors and Advanced Art Honors. The Communications Department offers courses in Public Speaking, Speech and Acting. Students participate in the fall and spring plays. Musical Theatre Stagecraft and Design and Television Production courses provide students with the opportunity to learn the practical approach to the technical and production aspects of theater and television.

Industrial Arts courses in Woodworking, Metalworking and Drafting allow students the opportunity to experience hands-on technology. The Family and Consumer Studies courses in Creative Cuisine, Regional Cuisine, World of Foods and Experience with Foods enable students to learn about diet and nutrition for good health. The Child Development classes learn through supervised observation and participation in a Child Center with groups of young children from the community. Business courses in Accounting, Information Processing, Marketing, Personal Finance, Business Law, and International Business prepare students for college programs.

The Virtual High School allows students to take courses that are not offered at Tenaflly High School. Students are able to pursue areas of interest in depth. These courses are rigorous and require a great

deal of self-discipline. They are taken asynchronously and students complete their work at home as well as school. The Bergen County Technical Education Center offers interested students a half-day of career training.

2. a. Not applicable.
2. b. The English Department strives to meet the needs of individual students with diverse backgrounds, abilities, and interests through differentiating instruction within the three levels (foundations through honors) of English offered each year. Readings in these classes are drawn from the literature of several traditions and cultures with the intent of engaging students with a variety of voices. These readings address the recurring questions of human experience and create occasions for writing, for expanding vocabulary, and for exploring the structure and nuances of language.

In grades nine through eleven, much of the English curriculum parallels the topical emphases of the social studies program. In grade nine, that emphasis is on mythology and on the literature and history of Africa, the Middle East, South Asia, and East Asia. In grade ten, students study the Western European tradition, and in grade eleven, they study American literature and culture. In senior year, students select from among a number of electives: Shakespeare/Modern Drama, Psychology and Literature/Art and Literature, or War and Literature/Contemporary American Poetry. We offer two Advanced Placement English classes in Language and Composition and in Literature and Composition.

In addition to working to meet the needs of our students through placing them at the appropriate level and through designing those classes to meet their needs, we also offer a number of Creative Writing electives. Students enrolled in these classes learn the craft of writing fiction, poetry, non-fiction, and drama, and they also gain skill at reading and responding to the work of their classmates.

Students who are new to this country learn English in our extensive English as a Second Language courses until they are ready to enter mainstream English classes. Students with reading or writing skills below grade level are placed in supplemental, remedial English classes. Those whose reading is far below grade level receive one-to-one instruction from a reading teacher skilled in Orton-Gillingham methodology.

3. In keeping with the school's mission and philosophy, the Social Studies Department offers a comprehensive program for all students while being responsive to individual needs and interests that incorporate technology-enhanced modes of instruction.

Although the state requires one year of world history, Tenaflly High School requires two – freshmen study Africa, Asia, and the Middle East and sophomores study Western Civilization. The school does this in recognition of the importance of non-western cultures which are often shortchanged in the traditional curriculum, as well as to honor the heritage of many of our students.

Tenaflly High School offers courses at varying levels of difficulty so that it can most effectively address the diverse needs and interests of the students. Students are placed in honors or AP level courses or more remedial "Foundations" courses by teacher recommendation but can also self-select between "survey" and "enriched" level courses in grades 10–12.

To welcome and accommodate English language learners, Tenaflly High School offers American Cultures courses at beginning, intermediate and advanced levels. These courses are taught by Social Studies teachers, with support from ESL teachers at the beginning level. In alternate years, the curriculum mirrors those of either the US I or the US II course so that new students can study the

two-year American history sequence, regardless of when they arrive at school. They would then be ready to complete their world history requirements.

Students who have a particular interest in social studies can avail themselves of elective offerings: Constitutional Law, U.S. Government A.P., Contemporary Issues and the Independent Research Seminar. In this last course, students work under the guidance of a teacher to develop a semester-length research project. An additional option for students is the Virtual High School, through which they can find more specialized courses.

4. Tenaflly High School strives to engage students in the robust array of curricula through a wide-variety of instructional strategies. Teachers bring students to new heights through both traditional methods and a more contemporary approach by harnessing the multitude of cutting edge technologies that are available to them and students. At the entry level, they infuse PowerPoint in both teaching and learning. They use videoconferencing and television technologies to enhance and multiply direct teaching, lecture, and cooperative learning. Through guest speakers, discussion, experimentation and observation, students find themselves wanting to know more about their subjects.

The principle of inquiry, based on observation and inference, is widely used in science classes. Students apply what they have learned to new situations, drawing heavily on a broad base of knowledge. It is in that pursuit of knowledge, with time to question, to ponder, and to reflect that students gain a true understanding of course material. A state-of-the-art Writing Center plays an integral part of the English program. Students use the Center's resources to research topics through the Internet; to create presentations; and to draft, revise, and edit their writing.

Differentiation allows teachers to meet students at their individual levels. They accept the fact that they must be ready to engage students in instruction by using a variety of instructional methods to meet the learning style of each student. Students are expected to extend themselves through course material and assignments by emphasizing analysis, creativity, and critical evaluation.

Cooperative learning activities occur across the curriculum. Students learn positive interdependence, individual accountability, and team building skills. Socratic teaching focuses on giving students questions, not answers. The abilities that students gain by focusing on the elements of reason in a self-assessing and disciplined way and the logical relationships that result from disciplined thought prepare students for Socratic questioning.

5. Tenaflly Public Schools is committed to providing all administration and staff with the opportunity to equip themselves with a repertoire of necessary skills, to develop an understanding of newer movements in education, and to prepare themselves for the task of shaping successful human beings who are information literate, critical thinking, and self-directed global citizens. Tenaflly High School continues to deliver a variety of opportunities to staff and administration. In addition to whole day offsite workshops, after school presentations, department sessions, individual lessons, online resources, and Adult School how-to classes, Tenaflly is in the process of building a summer academy for teachers and administrators.

At the high school level, professional development workshops no longer fall under the paradigm of "how to" but rather lie on the foundation of educational philosophy and pedagogy. Take the technology training incentives, for instance. There is now a strong movement at Tenaflly High School towards revisiting instructional strategies and student learning through the exploration of new technologies. Staff select from a robust array of learning opportunities that include but are not limited to the following: Teaching with Technology; Designing a Classroom Web Site with

FrontPage 2003; Designing a Classroom Web Site with FrontPage 2003 Part II; Designing a Web-Based Inquiry Oriented Activity: The WebQuest; Reading, wRiting and Inspiration; The Synergistic Classroom; and Mobilizing Educational Agents with Moodle Online Courseware.

As the aforementioned titles indicate, all technology is grounded in theory and measured in terms of student success. Students rank in the top tier of schools in the State of New Jersey; however, Tenaflly High School measures not only test scores but the degree to which students enjoy their education and the feedback that it receives regarding the future successes of graduates. Overall, they are prepared for their academic and job-related futures. They have a strong and positive basis for healthy lifelong learning.

PART VII - ASSESSMENT RESULTS

Students who attend public high schools in New Jersey must pass a high-stakes assessment in order to graduate. During the assessment period outlined, two different state assessments have been administered. Initially, the High School Proficiency Test (HSPT) was the test of record; subsequently, the High School Proficiency Assessment (HSPA) replaced this test. Beginning in the fall of the junior year, students had four (4) opportunities to pass the HSPT. By comparison, students who sit for the HSPA take the test for the first time in the spring of their junior year and have three (3) opportunities to demonstrate their proficiency.

Prior to April 2002, the High School Proficiency Test (HSPT) was the test of record. The test was scored from 100 to 500. The cut-off score, indicative of proficiency, was 300. Students needed to earn a passing score in the areas of reading, writing, and mathematics. Students who had not passed all sections after three (3) attempts by the midway point of the senior year were given the opportunity to demonstrate proficiency in an alternate manner, via a Special Review Assessment (SRA).

The HSPA replaced the HSPT in April 2002. It “raised the bar,” establishing higher expectations that were aligned with the State’s Core Curriculum Content Standards. Students in the Classes of 2003 and 2004 were required to demonstrate proficiency in two areas: language arts literacy and mathematics. The test is scored from 100 to 300. Students scoring below 200 in one or both areas are considered to be partially proficient; those scoring from 201 to 250 are considered to be proficient; and those scoring above 250 are considered to be advanced proficient.

Please Note: As directed, all numbers reflected in the assessment results were rounded off to the nearest whole number.

STATE CRITERION-REFERENCED TESTS

Grade: 11

Test: **High School Proficiency Assessment - LANGUAGE ARTS LITERACY**

Edition/Publication Year: Annual

Publisher: New Jersey Department of Education

	2003-2004	2002-2003	2001-2002	*2000-2001	*1999-2000
Testing month	March	March	March		
SCHOOL SCORES					
% At or Above Basic	100	100	100		
% At or Above Proficient	97	97	95		
% At Advanced	39	33	30		
Number of students tested	254	232	205		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. General Education					
% At or Above Basic	100	100	100		
% At or Above Proficient	100	100	98		
% At Advanced	46	40	34		
Number of students tested	209	182	175		
2. Special Education					
% At or Above Basic	100	100	100		
% At or Above Proficient	88	92	77		
% At Advanced	18	8	0		
Number of students tested	17	37	17		
3. IEP Exempt From Passing					
% At or Above Basic	100	0	n.a.		
% At or Above Proficient	75	100	n.a.		
% At Advanced	0	0	n.a.		
Number of students tested	4	1	0		
4. Limited English Proficient					
% At or Above Basic	100	100	100		
% At or Above Proficient	82	58	62		
% At Advanced	0	0	0		
Number of students tested	22	12	13		
STATE SCORES					
% At or Above Basic	100	100	100		
% At or Above Proficient	82	80	81		
% At Advanced	17	15	15		

* High School Proficiency Test (HSPT) administered and discontinued after spring 2001

STATE CRITERION-REFERENCED TESTS

Grade: 11

Test: **High School Proficiency Assessment - MATHEMATICS**

Edition/Publication Year: Annual

Publisher: New Jersey Department of Education

	2003-2004	2002-2003	2001-2002	*2000-2001	*1999-2000
Testing month	March	March	March		
SCHOOL SCORES					
% At or Above Basic	100	100	100		
% At or Above Proficient	94	91	96		
% At Advanced	68	50	50		
Number of students tested	254	232	205		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. General Education					
% At or Above Basic	100	100	100		
% At or Above Proficient	99	96	99		
% At Advanced	72	58	54		
Number of students tested	210	182	175		
2. Special Education					
% At or Above Basic	100	100	100		
% At or Above Proficient	77	70	71		
% At Advanced	23	24	6		
Number of students tested	13	37	17		
3. IEP Exempt From Passing					
% At or Above Basic	100	100	n.a.		
% At or Above Proficient	0	0	n.a.		
% At Advanced	0	0	n.a.		
Number of students tested	8	1	0		
4. Limited English Proficient					
% At or Above Basic	100	100	100		
% At or Above Proficient	91	83	69		
% At Advanced	86	17	39		
Number of students tested	23	12	13		
STATE SCORES					
% At or Above Basic	100	100	100		
% At or Above Proficient	70	66	69		
% At Advanced	25	20	19		

* High School Proficiency Test (HSPT) administered and discontinued after spring 2001

STATE CRITERION-REFERENCED TESTS

Grade: 11

Test: **High School Proficiency Test - READING**

Edition/Publication Year: Annual /DISCONTINUED AFTER APRIL 2001

Publisher: New Jersey Department of Education

	**2003- 2004	**2002- 2003	**2001- 2002	2000- 2001	1999- 2000
Testing month				Oct.	Oct.
SCHOOL SCORES					
Number of students tested				244	232
Percent of total students tested				100	100
SUBGROUP SCORES					
1. General Education					
% Passing				98	96
Number of students tested				200	192
2. Special Education					
% Passing				64	78
Number of students tested				25	27
3. Limited English Proficient					
% Passing				37	31
Number of students tested				19	13
STATE SCORES					
% Passing (General Education)				90	90

Test: **High School Proficiency Test - MATHEMATICS**

	**2003- 2004	**2002- 2003	**2001- 2002	2000- 2001	1999- 2000
Testing month				Oct.	Oct.
SCHOOL SCORES					
Number of students tested				244	232
Percent of total students tested				100	100
SUBGROUP SCORES					
1. General Education					
% Passing				99	100
Number of students tested				200	192
2. Special Education					
% Passing				68	82
Number of students tested				25	27
3. Limited English Proficient					
% Passing				84	92
Number of students tested				19	13
STATE SCORES					
% Passing (General Education)				91	92

** High School Proficiency Assessment (HSPA) administered beginning spring 2002 – present

STATE CRITERION-REFERENCED TESTSTest: **High School Proficiency Test - WRITING**

	**2003- 2004	**2002- 2003	**2001- 2002	2000- 2001	1999- 2000
Testing month				Oct.	Oct.
SCHOOL SCORES					
Number of students tested				244	232
Percent of total students tested				100	100
SUBGROUP SCORES					
1. General Education					
% Passing				99	96
Number of students tested				200	192
2. Special Education					
% Passing				80	70
Number of students tested				25	27
3. Limited English Proficient					
% Passing				58	39
Number of students tested				19	13
STATE SCORES					
% Passing (General Education)				94	92

** High School Proficiency Assessment (HSPA) administered beginning spring 2002 – present

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 12

Test: Scholastic Aptitude Test – SAT

Edition/Publication Year: Annual

Publisher: The College Board

Scores are reported here as (check one): NCEs _____ Scaled scores x Percentiles _____

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing month	Varied	Varied	Varied	Varied	Varied
SCHOOL SCORES					
Total Score	1185	1210	1153	1167	1175
Number of students tested	232	205	239	243	234
Percent of total students tested	100	100	100	100	100
SUBGROUP SCORES					
1. Male	1192	1205	1171	1178	1186
Number of students tested	126	108	134	120	126
2. Female	1176	1214	1129	1156	1162
Number of students tested	106	97	105	123	108

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
NATIONAL MEAN SCORE	1026	1026	1020	1020	1019
STATE MEAN SCORE	1015	1016	1011	1012	1011

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 12

Test: Scholastic Aptitude Test – VERBAL SAT

Edition/Publication Year: Annual

Publisher: The College Board

Scores are reported here as (check one): NCEs Scaled scores x Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	Varied	Varied	Varied	Varied	Varied
SCHOOL SCORES					
Total Score	563	574	545	556	564
Number of students tested	232	205	239	243	234
Percent of total students tested	100	100	100	100	100
SUBGROUP SCORES					
1. Male	563	564	552	556	567
Number of students tested	126	108	134	120	126
2. Female	563	584	536	556	561
Number of students tested	106	97	105	123	108

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE	508	507	504	506	505
STANDARD DEVIATION	112	111	111	111	111

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 12

Test: **Scholastic Aptitude Test – MATHEMATICS SAT**

Edition/Publication Year: Annual

Publisher: The College Board

Scores are reported here as (check one): NCEs ☐ Scaled scores ☒ Percentiles ☐

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	Varied	Varied	Varied	Varied	Varied
SCHOOL SCORES					
Total Score	622	636	608	611	611
Number of students tested	232	205	239	243	234
Percent of total students tested	100	100	100	100	100
SUBGROUP SCORES					
1. Male	629	641	619	622	619
Number of students tested	126	108	134	120	126
2. Female	613	630	593	600	601
Number of students tested	106	97	105	123	108

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE	518	519	516	514	514
STANDARD DEVIATION	114	115	114	113	113

ADVANCED PLACEMENT TESTS

Grades: 10,11,12

Test: Advanced Placement Tests

Edition/Publication Year: Annual

Publisher: The College Board

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES *					
% Scoring 3 or higher	85	83	87	89	87
% Scoring 4 or higher	62	56	57	58	57
% Scoring 5	32	25	25	30	25
Number of students tested	351	361	314	263	303
Total number students grades 10-12	705	686	669	693	722
Percent of students tested	50	53	47	38	42

* Test is scored on a scale 1-5 where 5 is the highest

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL SCORES					
% Scoring 3 or higher	62	62	63	**	**
% Scoring 4 or higher	35	35	36	**	**
% Scoring 5	15	14	15	**	**
NATIONAL MEAN SCORE	3	3	3	3	3

** Data not available